



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK REVIEWS

---

*Elementary Woodworking.* By EDWIN W. FOSTER. Boston: Ginn & Co.  
Pp. 130.

This little book is one of the most pleasing recent additions to the literature of immediate working value to the student and teacher of manual training. It is printed on a good quality of paper, with clear type and profuse illustrations. To quote the author in his preface: "The function of the text is to supplement the instruction of the teacher. It is intended to gather up and arrange in a logical order the facts which the pupil has already been told. It is believed that the text can be used to the greatest advantage by requiring the pupil to read up the subject presented in class immediately after the close of the lesson."

A departure is made from the majority of books heretofore written on woodworking, by the intentional omission of any suggested series of models; for, as the author explains: "It is hardly possible for any two schools to follow the same series of models. Local conditions necessarily affect the choice of a course, while new and better designs are being brought out continually."

"With the earnest hope that nature-study and manual work may be closely correlated," the writer makes Part II a charming and simple introduction to trees, and to the bark and leaves of each, whose woods are most commonly used in school work. By means of simple language, apt little anecdotes, and good illustrations, the reader finds himself at the close possessing a practical means of recognizing his familiar tree neighbors. A feature which commends itself to the reader is the fact that the writer wastes no time in giving superfluous information.

The book is one to be recommended to any who wish practical aid in woodworking.

ANNETTE BUTLER.

UNIVERSITY OF CHICAGO  
School of Education

---

*New Century History of the United States.* By EDWARD EGGLESTON. New York: American Book Co. Pp. 453, with maps and illustrations. \$1.

The preparation of this book was the last literary work of its author. He was convinced that there was a peculiar need of such a history, and he devoted all his energies to supplying it. His purpose was to tell the story of our country so briefly that it might be mastered within the usual time allotted to the study, and yet to preserve its interest unimpaired by condensation. He has succeeded admirably, and the high literary quality of the narrative is a noteworthy feature of the book. He has been especially successful in presenting those facts of the home life of the people and of their progress in civilization which are more essential to their history than any mere record of wars and political parties. One novel feature of the book is a collection of brief biographies of about one hundred of the most prominent men who appear in the history. The illustrations are

numerous, and really helpful as well as attractive. The maps are clear and not overcrowded with names and places. This is a well-balanced and impartial history which should have a wide use in upper grammar grades.

*Western Educational Helps.* San Francisco: Whitaker & Ray Co.

No. 1: *Civil Government Simplified.* By J. J. DUVAL. \$.25.

A complete topical analysis is given of the county, state, and nation. The abstracts are so arranged that a pupil may obtain a comprehensive idea of any given subject by a glance at a single page, thus saving much valuable time. A series of questions is given at the close of the book which is designed to give additional help in a thorough study of the subject. The author has had several years' experience as teacher and principal in the public schools of California, and this little book is the direct outgrowth of his actual daily work in the schoolroom from year to year.

No. 2: *An Aid in the Study and Teaching of "Lady of the Lake," "Evangeline," and "Merchant of Venice."* By J. W. GRAHAM. \$.25.

A complete plan of work is given for the study of each poem treated, together with a list of questions carefully selected and calculated to lead the pupil step by step to a clear understanding of each subject. Suitable for use in either grammar or high schools, and a most practical help in teaching literature in the grammar grades.

No. 3: *Grammar by the Inductive Method.* By W. C. DOUB. \$.25.

Teachers of language and grammar in all grades will find this little help manual very valuable. The plan provides for the correlation of nature-study, geography, and literature in the teaching of grammar.

No. 4: *Topical Discussion of Geography.* By W. C. DOUB. \$.25.

The work outlined calls for a topical study of geography during the last two years of grammar-school work. Instead of asking the pupil to memorize definitions of facts in physical geography, he is required to study and understand a few of those physical conditions which are closely related to man's life on earth, especial emphasis being placed on those conditions which affect his industrial life. The more important facts in the industrial life of society are treated topically, each one being completed before another is taken up.

No. 5: *An Aid in the Study and Teaching of "Snow-Bound" and "The Vision of Sir Launfal," with Complete Text of the Latter.* By J. W. GRAHAM. \$.25.

"Snow-bound" is one of the most difficult of all the modern poems to teach, and the notes and suggestions on this poem will be especially helpful. A full discussion of the ordinary figures of speech is given, the most obscure references are briefly but clearly explained, unusual words are selected for dictionary study, and a full list of questions is given on each stanza, in addition to general questions on the poem as a whole. A careful study of the poem, on the plan outlined, will enable the pupil to read it intelligently and rapidly. A definite plan of work is also given for the study of "The Vision of Sir Launfal." The text of the last-named poem is printed in full, and a copy should be in the hands of each pupil.